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## NEWS AND NOTES

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### SEVENTH ANNUAL MEETING OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH

*Congress Hotel, Chicago, November 29 and 30 and December 1, 1917*

#### THURSDAY AFTERNOON, NOVEMBER 29

Conference on the supervision of English teaching, 2:00 P.M.

Leaders: DUDLEY H. MILES, New York City, presiding; MRS. ANNA H. BURDICK, Des Moines, Iowa; C. C. CERTAIN, Detroit.

The Board of Directors will meet at 4:30

#### THURSDAY EVENING, NOVEMBER 29

Conference of leaders in local associations, 8:00 P.M.

Topic: "Values and Their Determination." Leaders: ALLAN ABBOTT, presiding, F. H. BAIR, ALICE BIDWELL, C. H. WARD.

#### FRIDAY FORENOON, NOVEMBER 30

##### *General Session, 10:00 A.M.*

President's Address—ALLAN ABBOTT, Teachers College, Columbia University, New York.

The Work of the Committee on American Speech—CLARENCE STRATTON, Central High School, St. Louis.

Literature in the Light of the War—PERCY H. BOYNTON, University of Chicago.

Human and Mechanical Elements in Efficiency—S. S. MARQUIS, Sociological Department, The Ford Motor Company, Detroit.

#### FRIDAY AFTERNOON, NOVEMBER 30

##### SECTION MEETINGS, 2:00 P.M.

##### *Elementary- and Normal-School Sections*

*Chairman:* D. O. COATE, State Normal School, La Crosse, Wisconsin

Composition in the Junior High School—E. E. CHILES, Junior High School, St. Louis.

Literature in the Junior High School—FLORENCE SKEFFINGTON, Eastern Illinois State Normal, Charleston.

The Equipment of the Junior High-School Teacher of English—WM. B. OWEN, Principal, Chicago Normal College.

*High-School Section*

*Chairman:* CLAUDIA E. CRUMPTON, Alabama Girls' Technical Institute, Montevallo  
What Next?—J. F. HOSIC, Chicago Normal College.

The Quest for the Dramatic—J. MILNOR DOREY, High School, Trenton, New Jersey.

Is the "Socialized" Recitation Worth What It Costs?—CHARLES R. GASTON, Richmond Hill High School, New York.

Discussion.

*College Section*

*Chairman:* J. M. THOMAS, University of Minnesota, Minneapolis

Symposium: What Can Be Done to Insure Better Preparation in English of Matriculants?—VINCIL C. COULTER, Missouri Normal College, Warrensburg; T. E. RANKIN, University of Michigan, Ann Arbor; FRANK H. SCOTT, University of Illinois, Urbana; WILLIAM E. SIMONDS, Knox College, Galesburg, Ill.

General discussion.

*Public-Speaking Section*

*Chairman:* J. M. CLAPP, New York City

The Chicago Speech Survey—MRS. CATHERINE KNOWLES ROBBINS, Chairman of Survey Committee, Chicago Woman's Club.

The Broader Aspects of Work for Speech Defectives—SMILEY BLANTON, M.D., University of Michigan, Ann Arbor.

Women and Public Speaking—MABEL YEOMANS, Dean of Women, Grinnell College, Grinnell, Iowa.

The Work of the Bureau of Patriotism through Education.

Speech Problems in the Grades—ARTHUR ANDREWS, Supervisor of Oral English, Grand Rapids, Michigan.

*Annual Business Meeting, 4:30 P.M.*

Election of Members of the Board of Directors, report of the Secretary, and other business.

FRIDAY EVENING, NOVEMBER 30

*Annual Dinner, 6:00 P.M.*—Addresses by WILLIAM DUDLEY FOULKE, Richmond, Indiana; F. W. SHEPHARDSON, Director of Registration and Education for the State of Illinois, Springfield.

SATURDAY FORENOON, DECEMBER 1

*Business Meeting, 9:00 A.M.*

Reports of Committees and Miscellaneous Business

SECTION MEETINGS, 10:00 A.M.

*High-School Section*

*Chairman:* CLAUDIA E. CRUMPTON, Alabama Girls' Technical Institute, Montevallo  
Round Table Conference on Successful Projects in Literature and Composition.

Opening speakers: C. C. CERTAIN, Cass Technical High School, Detroit;  
GEORGE STARR LASHER, University of Chicago High School, Chicago;  
EVALINE HARRINGTON, Crestview Junior High School, Columbus, Ohio.

*College Section*

*Chairman:* J. M. THOMAS, University of Minnesota

Reports of Committees:

On the Preparation of College Teachers of English—J. F. HOSIC,  
Chicago Normal College, Chicago.

On the Standardization of Freshman English—F. A. MANCHESTER,  
University of Wisconsin.

The Undergraduate Course in English as a Preparation for Graduate Study—ROBERT MORSS LOVETT, University of Chicago.

The College Teaching of English and the Inculcation of Anglo-Saxon Ideals—STUART P. SHERMAN, University of Illinois.

SATURDAY AFTERNOON, DECEMBER 1

Conference on the professional training of high-school teachers of English, 1:30 P.M. Leaders: CHARLES S. PENDLETON, University of Wisconsin, presiding; R. L. LYMAN, University of Chicago; A. G. REED, University of Louisiana.

Notice is hereby given of the submission at the Annual Business Meeting, November 30, of the following amendment to section iii of the constitution of the National Council of Teachers of English.

The management of the affairs of the Council shall be vested in a Board of Directors and in the officers chosen by the Board of Directors.

The Directors shall be chosen as follows: Each society of English teachers having collective membership in the Council shall select one or more persons to act as Directors in accordance with the *bona fide* membership of the society on December 1 of the given year. Societies in class C shall be entitled to select one Director; societies in class B, two Directors; and societies in class A,

three Directors. In addition the members of the Council shall select nine Directors-at-large, not more than two of whom shall reside in any one state. Each Director shall be elected for a term of three years, beginning with December 1, provided that in putting this amendment into force such steps shall be taken as will cause approximately one-third of the Directors from the most widely distributed geographical points possible to go out of office each year, and provided, further, that a reasonable effort shall be made to maintain a proportionate representation on the Board of all classes and grades of schools and higher institutions of learning.

The Directors shall choose annually from their own number a President, two Vice-Presidents, a Secretary-Treasurer, an Assistant Secretary-Treasurer, and an Auditor, who shall serve in these capacities both in the Council and on the Board. Except in so far as the Council may by vote limit its powers, the Board of Directors shall have full authority to manage the business and the properties of the Council, to fill vacancies in offices and committees, to make all necessary arrangements for meetings and for procuring of speakers, and to appropriate funds from the net balance in the treasury in payment for any services, rents, publications, or other expenses properly incurred in carrying out the work of the Council. But neither the Council nor any officer or committee shall contract any indebtedness exceeding the net balance then remaining in the treasury. Requisitions must be signed by the Secretary and the Chairman of the Executive Committee.

Meetings of the Board of Directors shall be called by the Secretary at the direction of the President or at the request of five members of the Board. Nine members of the Board shall constitute a quorum.

The Board of Directors shall appoint from their own number, for a term of two years each, two members, who, with the officers of the Council, shall constitute the Executive Committee. This committee shall direct the work of the Council under the general policy determined by the Board of Directors. The terms of the two members chosen shall be so arranged that one new appointment shall be made each year. Five members of the Executive Committee shall constitute a quorum.

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#### PUBLIC-SPEAKING ASSOCIATION

The Association of Academic Teachers of Public Speaking also will hold their annual convention in Chicago at Thanksgiving time. One may thus share in two feasts for one railroad fare.

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#### HURRAH FOR WISCONSIN!

Madison, Wis., September 24, 1917

*To institutions training high-school teachers:*

The following statement is included in a pamphlet which will soon be sent by this department to the high-school principals of the state:

Beginning with the school year 1919-20, it is expected that every high school in the state will employ a teacher librarian who has had the library training represented by the course for teacher librarians in the University of Wisconsin, or its equivalent. Principals of high schools should plan to meet this requirement by that date, or sooner if feasible.

This information is given at this time in order that institutions preparing high-school teachers may give the above requirement due consideration both in the offering of a course for teacher librarians and in placing before prospective high-school teachers, especially of English, the desirability of electing to take such a course.

Sincerely thanking you for any effort you may make to promote the training of high-school students in the use of books and libraries by helping to make effective the requirement as to teacher librarians, I am

Yours truly,

C. P. CARY,

*State Superintendent*

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#### USEFUL DOCUMENTS

*A Guide to Literary Criticism* (2d ed.) and *Self-Cultivation in Extemporaneous Speaking* have been published privately by Glenn Clark of Macalester College.—*Exercises in Derivation and Word Building* is used in the West High School of Rochester, New York, and may be purchased for 15 cents.—The University of California Press has issued a pamphlet in which may be found the *Plan and Course of Study of the University School*, the practice high school of the University. The Course in English is noteworthy.—The index of the A. L. A. Booklist, Vol. 13, October, 1916, to July, 1917, is ready. Address the American Library Association, 78 E. Washington Street, Chicago.—Bulletin, 1917, No. 9, of the Bureau of Education is entitled *Department-Store Education*.—The Bureau of Educational Measurements of the Kansas State Normal School has prepared reports for 1915-16 and 1916-17, which are issued in one volume.

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#### THE PERIODICALS

##### WHEN IS AN ERROR AN ERROR?

Mr. Edgar D. Randolph, of the State Teachers' College at Greeley, Colorado, is contributing his part to a rational doctrine of usage in English. He contributes to the *Pedagogical Seminary* for September an

article entitled "Conventional Aversions versus Fundamental Errors in Spoken English." The material was collected for the most part in the Speyer School during the period in which it was an experimental elementary school under the direction of Teachers College, Columbia University. The writer was moved to undertake the work by the feeling that courses of study in English at present are mainly a "comprehensive marshalling of the standard theoretic and practical formulae of textbooks on composition and rhetoric." The results of his studies appear in the form of a series of tables in which is analyzed the oral English of the children in the Speyer School, together with the frequency and distribution of those errors. To the tables are added numerous quotations taken from the actual work of the pupils. It is on the basis of such scientific investigation as this that we must ultimately posit a rational procedure in the teaching of English to children.

#### THE FACTS ABOUT LANGUAGE DEVELOPMENT

In the same number of the *Pedagogical Seminary* appears an article by W. G. Bateman under the title, "Papers on Language Development." This is a compilation drawn from the various published accounts which are referred to in a selected bibliography at the end of the article.

#### WHY CHILDREN MISSPELL

No subject in the curriculum has lent itself more freely to scientific investigation than spelling. The latest published article on this subject is by Arthur W. Kallom in the *Journal of Educational Psychology* for September. He writes on "Some Causes of Misspellings" in the schools of Boston, Massachusetts. The principal causes he finds to be imperfect visualization and hearing, bad pronunciation, the extension of vowels below the line, the doubling of consonants, silent letters, the extent of long words. He concludes that the most important causes are "the inability to form an image, either visual, audile, or motor, of the word which is being considered; and second, the inability to translate the pronunciation of the word into a spelling unless the word becomes a part of the experience of the child."

#### THE EDUCATION OF THE EMOTIONS

Comparatively little has been written concerning the control of the emotions. An interesting summary on this topic has been prepared for the *Journal of Educational Psychology* for September by Mr. T. C. Henry, of the Western Michigan State Normal School. He finds, on the whole,

that the training of the emotions must proceed, as in the case of the training of all instinctive tendencies, by means of the encouragement of useful ones, including provision for their exercise; careful direction of those which are either good or bad according to the nature of their objects; and the discouragement, by inhibition or redirection, of those which are positively harmful. These methods are very closely allied to what is known as sublimation, which consists essentially in attaching appropriate ideas to the original emotion as a core. The usefulness of the article is increased by a series of definite references to the literature of the subject.

#### A LIST OF STANDARD TESTS

Professor William S. Gray, of the School of Education of the University of Chicago, publishes in the *Elementary School Journal* for September a carefully annotated list of standard tests. The headings include reading, arithmetic, handwriting, spelling, composition and grammar, geography, history, drawing, algebra, freehand lettering, foreign languages, and physics. Under the head of reading, for example, ten different tests are described and in the case of each exact information is given as to the publisher and price. The list as a whole has been reprinted and may be secured from the School of Education upon payment of five cents a copy or thirty-six cents a dozen.

#### WAR AND OUR SCHOOLS

The great war is beginning to affect our educational standards. Dr. Henry van Dyke, in a brief article on "The Influence of the War upon Our Schools" in the September issue of *Educational Foundations*, points out that it has increased the need for three things: (1) raising the moral standards and ideals of our pupils; (2) the development of ready obedience to competent authority—he does not advise the enactment of more rules, but the more stringent enforcement of the few rules that are necessary, with military drill, perhaps, as an auxiliary; (3) the development of greater reality in the voluntary religious services in our educational institutions.

#### WAR AND LITERATURE

Clark S. Northup contributes to the *Sewanee Review* for July an article on "War and Literature." He points out the unfavorable consequences of the war: the killing off of so many of our young literary men and of some who had not yet begun to make a reputation; the paralysis of those who remain. Either horror-struck at the awful scenes



of the war or completely engrossed with the journalistic side of the war, they have ceased to turn out books in any considerable number. Among the favorable effects upon literature he lists, first, the very great reduction in the number of books printed, hoping that this will raise the quality (1) by excluding the unworthy books from publication and (2) by causing the writers to take more time and thus to turn out better work. He thinks, too, that the reading public is becoming more interested in better literature and more serious books. Particularly the search for the causes of the war has driven us to read the historians as never before. The moral effect of the war in making us more conscious of our ideals and our devotion to them, he thinks, will, if not immediately, certainly eventually, raise the tone of our literature. He points out that in many cases the great literature which followed a war has not appeared until long afterward. As to the future, he is inclined to think that the greatest literature will probably come from the defeated countries, which he assumes will be the Central Powers, because they will be in a more thoughtful frame of mind, while the victors are more likely to be self-satisfied and exulted. Finally, he inquires into the effect of literature upon war, and so far finds it to be very small. Practically all of our standard literature which deals with war exalts it, and therefore has had very little influence in keeping us out of war. He seems to hope that we may get from someone a picture of the brutal side of war which may serve as something of a corrective, and may help make this war the last one.